DOCUMENT RESUME

ED 168 655 JC 790 240

AUTHOR	Smith, R. Kent, Ed.; Pinette, Clayton A., Ed.
TITLE	Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 6, No. 1, November, 1976.
PUB DATE	Nov 76
NOTE	39p.; Journal prepared by the International Reading Association's Special Interest Group for Two-year Colleges
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Colleges; *Junior Colleges; Performance Contracts; Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Programs; Remedial Reading Programs; Study Skills

ABSTRACT

Six articles concerning college reading instruction are presented in this special interest journal. Chester Tillman and A. Garr Cranney offer informal guidelines for evaluating commercially produced reading improvement materials in terms of their purpose, educational and psychological factors which affect appropriateness for a class, cost, and instructional staff attitudes. In the second article, Charlene Z. Holler presents an exercise worksheet to facilitate student evaluation of graphic aids in terms of comprehension of concepts, theories, or problems presented. Anne L. Mason reviews the use of the learning contract as a practical instrument for helping a teacher individualize a reading program. Janell B. Lang presents a form which can aid students in analyzing periodical literature related to their career program. Next, Bruce A. Lloyd describes a reading improvement program for mature adults designed to increase reading speed, comprehension, and vocabulary knowledge as a basis for continuing education and training. In the final article, Nancy Krigbaum and Archie Davis describe a college reading and study skills course with an open enrollment policy which enables the student to receive help when needed. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168655

FORUM FOR READING

The Journal for Two-Year College Reading Teachers (Special Interest Group/International Reading Association)

Volume 6, No. 1 November, 1976

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Clayton Pinette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

JC 790 240

CONTENTS

Page

Editorial . . . . . .
R. Kent Smith, Clayton A. Pinette

"An Informal Guide for Evaluating Commercially Produced Reading Improvement Materials" . . . . .
Chester Tillman, A. Garr Cranney

"A Transfer Exercise for Graphic Aids" . . . . .
Charlene Z. Holler

"The Learning Contract: Helps Us Get Where We're Going; Tells Us Where We're Heading" . . . . . .
Anne L. Mason

"Career Related Periodicals for the Two-Year College Reading Student" . . . . . .
Janell B. Lang

"A Reading Improvement Program for Mature Adults" . . . . . .
Bruce A. Lloyd

"Learning to Work Smarter, Not Just Harder" . . .
Nancy Krigbaum, Archie Davis

EDITORIAL

As we begin our responsibilities as editors of Forum For Reading, we wish to publicly express our appreciation to our predecessor, Tom Schnell of the University of Missouri-St. Louis, for the outstanding job he did during his tenure as editor of this journal. As so many of you know, it was through Tom's conscientious efforts that the Forum For Reading became a journal which our organization can be justifiably proud. With your help, we are confident that the Forum For Reading will continue to grow in professional stature.

Our goal is that the Forum For Reading will be of real assistance to you in your professional life; for that reason, we ask for your contributions, whether they be manuscripts, suggestions, or encouragement - the attainment of our goal is dependent upon such help.

Sincerely,

Kent Smith
Clayton Pinette
Co-Editors
Forum For Reading

PAGES 5 - 8 OF THE ORIGINAL
DOCUMENT WERE REMOVED PRIOR
TO ITS BEING SUBMITTED TO
THE ERIC DOCUMENT REPRODUCTION
SERVICE.

AN INFORMAL GUIDE FOR EVALUATING COMMERCIALLY PRODUCED READING IMPROVEMENT MATERIALS

Chester E. Tillman
A. Garr Cranney
University of Florida

Commercially produced materials vary widely in purpose, difficulty, format, interest appeal, and ideas or theories of reading and learning they reflect. Such materials are the major thrust of many college and high school reading programs and are significant components of most. Whether these materials are basic to a reading program or used more flexibly as aids, their learning impact and the constraints of current economic conditions are compelling reasons for careful prepurchase evaluation.

However, reading instructors are often in circumstances where careful evaluation is difficult. Time deadlines are sometimes prohibitive. Grant and budget year cut-off dates must be reckoned with. The massive volume of materials on the market can be confusing and overwhelming. Catalogs and salesmen are often unavailable and they may be unable to answer important questions. Advertising claims can be inaccurate and unsubstantiated.

Because of inadequate prepurchase evaluation, reading instructors all too often find themselves asking a few months after purchase, "Why did I ever buy that?"

And "that" no matter how expensive or in some cases how useful it could be finds its way to the storage shelf.

Since normal working conditions for most reading instructors discourage effective prepurchase evaluation, it is important that they have at hand a summary of basic guidelines. The following list is not intended to serve as a rigorous measuring device but only as an informal guide to the kinds of questions which should be asked in evaluating materials. Questions have been loosely categorized under headings of purpose, educational factors, cost, and attitude of the instructional staff.

Purpose

What is the stated purpose of these materials, and is this purpose consistent with the goals of my instructional program?

1. Are specific skills such as getting the main idea, skimming, or note taking listed and described, and are these skills consistent with my program needs?
2. Are objectives and competencies listed, and how are they to be measured, developed, and achieved?
3. How is the student made aware of objectives and competencies?
4. Are procedures and techniques consistent

with the stated purpose?

5. Are content, format, interest appeal, and difficulty appropriate for use with the learners in my instructional program?
6. Is evidence presented that the materials do indeed accomplish their stated purpose? Are field tests and revisions reported?

Educational and Psychological Factors

What theory, instructional strategy, or idea about reading do the materials attempt to implement, and are the methods and techniques appropriate for the learners in my program?

1. Are activities oriented to the solution of problems appropriate for the age level of my students?
2. Can the materials meet the varying needs of learners in my instructional group?
3. How is the student started in the program? If a test is used, is it supported by statistical evidence?
4. How are student motivated to work in the program?
5. Are directions stated briefly and clearly?
6. Is the time span required for individual exercises appropriate?
7. What provisions are made for feedback to the

instructor and to the student?

8. If difficulty levels have been indicated, how were they determined?
9. What degree of interaction between student and instructor is promoted?
10. Are the materials adaptable to educationally different students such as the physically handicapped?

Cost

Are required expenditures within the possibilities of my instructional budget?

1. Have initial, maintenance, and replacement costs been considered?
2. What provisions are made for updating?
3. What changes in facility or staff might be required if the materials are purchased?
4. Is special training required before using the materials?
5. Are there other alternatives which might accomplish the same purpose at less overall expense?
6. Do these materials duplicate materials already available?

Attitude of Instructional Staff

Can the instructional staff use the materials enthusiastically?

1. Will the vendor allow the materials to be used on a trial basis?
2. Do the materials conflict severely with philosophical biases of the staff?
3. Does the staff think that the materials will benefit the program?
4. Does the staff like the materials?

In summary, prepurchase evaluation of materials should touch on many considerations besides cost. Authors and publishers do not necessarily have specific students and programs in mind as they prepare materials. Reading instructors must take the responsibility to relate materials to specific instructional situations and learning characteristics of students. By careful evaluation the best possible match of instruction, materials, and learners can be achieved.

A TRANSFER EXERCISE FOR GRAPHIC AIDS

Charlene Z. Holler
The Michael J. Owens Technical College,
Toledo, Ohio

The importance of a systematic approach to studying a textbook cannot be refuted. Although the systems are named by varying initials and numbers -- SQ4R, PQRST, and PQ3R to name a few -- the research substantiates the necessity of preparing ourselves for maximum reading effectiveness.

One part of this initial surveying step which warrants elaboration is that of graphic aids interpretation. The skill of ferreting our information from pictures, cartoons, maps, charts, and graphs, does not seem to receive the attention it deserves in classroom presentation or developmental instruction. It has been either given a low priority or overlooked completely, perhaps because students seldom express problems with interpreting these aids. Often not even considered as additional sources of clarification or elaboration of the text material, illustrated aids are judged by many student as to what degree they lessen the reading load.

Foundational instruction in the form, types, and content of various graphic aids is essential. But to both complement and extend the instruction, opportunities to transfer the skill need to be provided. The student

assignment proposed here implements the logistics of graphic aid interpretation in his/her own technical expertise.

For the material in this exercise the student is instructed to choose any graphic aid presentation from a technical text which he is currently using. With the help of the teacher-designed worksheet, the student is asked to evaluate the aid in terms of its effectiveness in comprehension of an idea, opinion, concept, theory, trend, or problem.

GRAPHIC AIDS EXERCISE

Directions: For this exercise you are to choose any type of graphic presentation from a text you are currently using. Answer each question as it applies to this graphic aid.

Reproduce the graphic aid and label completely. Include the key, caption, title, or other pertinent information.

What type of visual aid are you evaluating? (Be as specific as possible.)

_____
_____
_____

From what technical area did you draw this aid?

_____

Using the written text as a guide, to what problem, theory, idea, opinion, concept, or trend does this graphic aid address itself?

_____
_____
_____
_____
_____
_____

In your own words, briefly explain the background information presented in the chapter specifically relating to this graphic aid. (Write in paragraph form.)

Are there any unfamiliar vocabulary words associated with the aid? If so, list the terms below and pursue their definition either in the text or through an outside reference source.

What conclusions, if any, does the author draw from this aid? Are they valid conclusions?

If your graphic aid lends itself to the possibility of continuous addition, (any type of graphic aid which includes data to the present, or a situation that could continue after the study), include your personal speculations on future trends or patterns. There are no right or wrong answers here, but you should be able to provide reasons for your speculations.

As an overall evaluation, was this graphic aid valuable in facilitating your understanding of the idea, concept, trend, theory, problem, opinion?

If yes, why?

If no, what changes could you recommend to increase its effectiveness?

THE LEARNING CONTRACT:
HELPS US GET WHERE WE'RE GOING,
TELLS US WHERE WE'RE HEADING

Anne L. Mason
The Michael J. Owens Technical College
Toledo, Ohio

A practical instrument for helping a teacher individualize a reading program is the learning contract. A learning contract is not new to education. Advocates of behaviorist technology introduced the concept of a learning contract many years ago, and it is, simply, what the name implies; an arrangement (written) between the student and teacher to perform a set number of activities, within a set period of time (1 quarter) at a set level of achievement. The instrument lists by name all instructional programs and activities including the particular features and the organization of each. Learning kits, cassettes, filmstrips, texts, modules, etc., are listed and a space for checking off the set number of activities is provided.

Of course, the set criteria can be determined only following a careful diagnosis of the students' reading strengths and weaknesses. This careful diagnosis in our course framework consists of the California Reading Test, an informal inventory and an individual conference. It usually takes the first three weeks of the quarter to prescribe and explain a minimum of ten programs commen-

surate with the level of student ability, interest and background.

At the end of the three weeks, the students are aware of the specific criteria for receiving a Pass in the course, the purposes for the specific criteria and the procedure for working the ten programs. It is important that the teacher stresses the necessity of fulfilling the terms of the contract to earn a Pass grade.

We have found that the contract has the following advantages: (A) The contract places the responsibility for achievement upon the student. Concrete goals are set for the student; he/she has helped establish them and has agreed to reach them. (B) The instrument has built-in objective criteria for basing the grade. (C) Since the grade criteria is known from the beginning, the teacher is not bogged down at the end of the course trying to determine what each students grade should be. (D) If a student questions his/her grade, the teacher has specific evidence of the student's performance.

This writer recommends the use of a contract as a very practical instrument which enables the teacher and student to formulate and attain goals with clear-cut objectives in mind. It certainly helps us get where we're going if we know where we're heading and the reasons for getting there. For instance, most of us

would feel very uncomfortable venturing into an unknown land without a roadmap. Why should we expect students to venture into learning without a map to guide them along the way? Why get lost when that map tells us where we're going and saves us time getting there! (If you would like to see an example of a contract form I have used, write to me at: Ms. Anne L. Mason, The Michael J. Owens Technical College, Oregon Road, Toledo, Ohio 43699.)

CAREER RELATED PERIODICALS

for

THE TWO-YEAR COLLEGE READING STUDENT

Janell B. Lang
Michael J. Owens Technical College
Toledo, Ohio

In an attempt to discover learning/information resources of which students were cognizant, the developmental education faculty at Owens Technical College began to survey students enrolled in developmental courses.

Responses to questions about student utilization of resources contained within the college's Learning Resource Media Center were, to say the least, enlightening. Two general patterns of responses emerged:

1. 75% of the students were unsure of the functions and services of the L.R.M.C. Many substituted the term "library," indicating a lack of information about resources other than books and magazines housed in the center. Few students were aware of the extent of hardware and software, audio-visual and auto-tutorial instructional materials and equipment available to them. (Even fewer knew that, like books, calculators, tape-recorders, or video-tape machines, could be borrowed.) Knowledge of microfilm and microfiche was negligible.

2. While most students were familiar with general information/news periodicals, such as Time, Newsweek, or Reader's Digest, very few students knew of the existence of specialized professional/career-related periodicals within their particular technology. Only 8% of the developmental students had utilized such materials in courses; 15% could name at least one such journal.

While these findings may not seem so astonishing to most veteran teachers of reading, perhaps the following conclusion will be: Reading ability was not a significant determiner/predictor of a student's reference skills. In particular, students attaining a 13.0 grade level or higher on the California Advanced Reading Survey possessed as little knowledge of career-related periodicals as students achieving a 9.0 or lower grade level on the same reading test.

Consequently, reading students were asked to discover 3-5 periodicals pertinent to their declared technology. The following form was designed to aid the student with his/her completion of the assignment:

24

NAME:

DATE:

Developmental Reading 6030*

CAREER RELATED PERIODICALS

A. Bibliographic Data:

1. Title
2. Publisher
3. Address
4. Subscription Rate
5. Number of Issues per Year

B. Describe the overall content, regular features, and special characteristics:

C. Evaluate the periodical in terms of intent and audience:

*Adapted from the work of Dr. Hughes Keir, The College of Education, The University of Toledo, Toledo, Ohio.

The utilization of this particular instructional device with reading students has effected several changes:

1. Knowledge of the Learning Resource Media Center and, in particular, the periodical section. The ability to use the periodical index; to ascertain whether the L.R.M.C. carries a certain periodical, and if so, to what prior date; to locate recent and older issues of the periodical; and to use microfilm and microfiche;
2. Ability to locate current information in order to more effectively meet the objectives of technical courses;
3. Confidence in knowing where to find specialized information after graduation and initial employment;
4. Realization that reading is an activity through which career goals, life-long goals, can be attained. No longer is reading perceived as an isolated skill, but as a method by which information can be gained and meaning derived.

A READING IMPROVEMENT PROGRAM FOR MATURE ADULTS

Bruce A. Lloyd
Western Michigan University

Few individuals read to the maximum of their potential and the causes of this deplorable situation are legion.[1] Several major inhibitors to reading are inefficiency, emotions, and experiences. Some people read so slowly that the task is a laborious chore. Others have developed such negative feelings about reading that they find it grossly distasteful. Moreover, previous reading experiences both in and out of a formal school setting usually dictate the present attitudinal mode of the reader and if these have been less than positive or satisfying, reading is avoided whenever possible. Yet reading is the key to learning[2] and in order for one to become better informed, he must read widely as well as in depth. To accomplish this end is no easy task, especially for mature adults who have built up avoidance behavior patterns over the years. Therefore, overcoming negative reading attitudes as well as strengthening and improving reading skills should be

---

[1] Robert Karlin, Teaching Elementary Reading Principles and Strategies, New York: Harcourt, Brace, Jovanovich, Inc. 1971, pp. 1-3.

[2] John J. DeBoer and Martha Dallman, The Teaching of Reading (3rd Edition), New York: Holt, Rinehart and Winston, Inc., 1970, pp. 3-4.

major goals of every reading program; so they were in the reading program to be described.

The reading program was actually a part of a larger special institute sponsored by the Michigan Employment Security Commission (MESC) and the Department of Labor. The MESC Institute was funded in an effort to strengthen the education of some forty vocational development specialists over a two-year time span. Intensive six-week instructional periods were offered Institute members on campus at Western Michigan University; the purpose of the training program was to upgrade and to develop new skills of personnel now employed by the MESC so they can function successfully in the Human Resources Development Concept.[3] The special developmental reading program was designed to meet these objectives: to increase reading speed, comprehension, and vocabulary knowledge as a basis for continuing education and training.[4]

To this end, the reading program was designed to offer successful reading experiences and effective reading activities for all. Therefore, a variety of instructional procedures were conducted for the total group as well as for small groups and individuals.

---

[3]Robert L. Betz, Interium Report on the Institute for Vocational Development Training, Kalamazoo, Michigan: Western Michigan University, May 24, 1971, p. 3.

[4]Ibid., p. 5.

Overview. The Institute participatns were divided into two groups of twenty (Group A and Group B) and were given intensive developmental reading instruction for alternating six-week periods. All members took the Nelson-Denny Reading Test (Revised Edition) which measures vocabulary knowledge, reading comprehension, and reading rate. Form A was administered as a pretest and Form B was given as the posttest to objectively determine participant progress. Open-ended questions for a subjective evaluation of the reading program were also given to discover other factors not covered in the Nelson-Denny Reading Test.

Instructional classes were held on Tuesday and Thursday evenings from 7:00 to 9:00 o'clock. The first hour was devoted to the instensive reading of pre-planned programmed material. After a short break, students worked in small groups or by themselves and individual conferences were scheduled.

Detail. The directed, developmental reading activities of the first hour consisted of two mutually reinforcing programs, the PARADIGM lessons[5] and the EDL Controlled Reader program. Both were used as a basis for structure and continuity of instruction as well as for purposes of demonstrating that Institute participants

---

[5]Bruce A. Lloyd and Rosalia C. Lloyd, "PARADIGMS and Reading Flexibility," Education, 92: 57-65, September-October, 1971.

could succeed in reading better.

Each PARADIGM lesson consisted of four pages. The first of these was an exercise in tracking digits. The second page was an exercise in tracking nonsense letter patterns. Both activities were designed to aid in the development of increased perceptual speed and span of recognition. The third page was an exercise in vocabulary matching. Students looked at a key word at the left and tracked to the right to locate the synonym. The fourth page was an exercise in reading comprehension. All pages were timed.

It took about twenty minutes for this activity. Students were able to check their responses, which provided the immediate reinforcement so crucial to developing successful reading and positive attitudes.

Each EDL (Educational Developmental Laboratories) lesson consisted of reading one filmstrip and completing work in an accompanying workbook. The Controlled Reader lesson procedures were adjusted to meet the objectives of the present reading program and the unique requirements of the participants. Sequence changes were made in order to stress real reading comprehension rather than to merely test memory.

Each filmstrip lesson was introduced by posing an open-ended question relating to the over-all idea in the lesson. The preview procedures suggested in the activity

book were followed and extended to encompass student opinions about the conclusions which one could draw from the preview. If a student could defend his answer it was usually (not always) accepted. The flexibility here helped students learn flexibility in their interpretation of what was read.

The vocabulary pertinent to the reading selection was noted and discussed orally. This procedure replaced the suggested activity book format of programmed vocabularies and could adjust easily to the nuances required in the story to be read. The time saved here was better utilized in a second reading of the story.

When the introduction and preview were completed, students read the filmstrip at an appropriate speed (initially 200+ wpm). Then they worked out the comprehension check activities, but did not score their responses. Instead, they read the same film a second time, but at a higher speed (initially 300+ wpm). Here they had an opportunity to look for items missed the first time, so they were rereading for specific purposes. This was one of the major reading skills being taught in the program.

In almost every case, the second reading was of great value to students because they realized how important it was to have specific goals for which to read. This helped them concentrate. Moreover, they soon

learned that they could read material much faster the second time through. They could speed up their reading because they were familiar with much of the content.

After the second reading, students scored their responses and were given time to pose questions.[6] If an error was made and a student disagreed with or did not understand the answer, he was urged to ask questions. Everyone found this helpful because many were making similar errors, and it was comforting to know that each was not alone in his misunderstanding. The realization that it is normal to make an occasional mistake and that no one is perfect helped improve the self-image.

Reading the filmstrips as noted took about thirty minutes, and when this was completed, the first period ended. Students then took a short break.

The reading activities for the second hour were primarily of a small group or individual in nature. During this time many students read their texts and related reading assignments. Others worked quietly together. The teachers were as busy as ever (1) meeting privately with individual students and discussing ways for them to improve their reading skills and (2) meeting with small groups to work on specific skill deficiencies that could be handled best on such a basis. This format

---

[6]Bruce A. Lloyd, "Teaching as a Science," Education, 90: 63-64, September-October, 1969.

can be likened to and compared with the operation of the self-contained classroom approach to individual instruction where an attempt is made to teach students what they need to know when they need to know it.

Objective Evaluation. A two-tailed t probe was used to determine the significance of the differences between reading performance on the pretest and posttest. The factors involved were vocabulary, $p = .20$; comprehension, $p = .89$; total test, $p = .48$; and rate, $p = .006$. The only statistically significant change was in the factor of reading rate. Although there were changes in the other factors, none was significant at the .05 level or better.

Subjective Evaluation. An opinionnaire of four open-ended questions was administered after the Nelson-Denny Test. Below are the questions and collated responses. No student was required to sign his name to this.

1. What parts of the program do you believe were most effective in helping you become a better reader?

Here the responses were overwhelmingly in favor of the special PARADIGM lessons and the EDL Controlled Reader lessons.

2. Are there any parts of the program that were ineffective?

Here there was a very small negative reaction to the warm-up period and the individual practice.

3. If you were going to participate in this program again what changes would you like to see made?

The vast majority of students indicated that no changes were needed. Many students wrote that they wanted more, that is, the entire program should be intensified. More work on speed, more work on vocabulary, more work on comprehension, more individual work, and more conferences were requested.

4. How would you rate the overall effectiveness of the program?

Sixteen students rated this excellent (great, outstanding, beautiful, etc.) and two rated it good.

Several students wrote comments which seem significant enough to include here:

> "The course was a real help - and fun, too. Enjoyable mostly because of the enthusiasm of all of you - and your interest in differences of opinion."
>
> "Thanks for a great experience."
>
> "This improved reading enabled me to cover a great deal more of the reading required for our courses and as a result I performed better academically."

Conclusions. Objective measurements indicate that the only statistically significant gain made by Institute participants was in the skill of reading rate. Increases in vocabulary knowledge and general comprehension skills were not significant. The progress in reading rate does indicate the seminal effect of the

program and substantiates previous findings.[7-8]

Subjective evaluation of the program was unquestionably favorable and even enthusiastic. The students firmly believed that the program helped them read better and they wanted more. Out-of-classroom behavior substantiated the subjective findings. An aura of satisfaction, contentment, and eagerness to become better readers permeated their other learning activities in different instructional areas.

Discussion. It was evident that the students were eager to improve their reading skills, but were apprehensive about the program initially. Teacher enthusiasm and the program itself soon overcame any reservations that students may have had. A structured yet flexible reading program was vital to the over-all success of the effort because it provided instruction in the necessary reading skills at a time when the specific skills were needed.

The program as noted was a qualified success. Significant gains were made in reading speed but not in vocabulary or comprehension. Undoubtedly this was due to the relatively small amount of time devoted to

---

[7]Bruce A. Lloyd, "Objective and Subjective Evaluations of an Upward Bound Summer Reading Program," The Journal of the Reading Specialist, 7: 147-152, May, 1968.

[8]_____, Diane Griewank, Henri Carter, "Reading and Upward Bound - Another Look," Reading Horizons, 10: 147-153, Summer, 1970.

reading in the improvement class. Two sessions per week for six weeks is not long enough to make significant gains in such vital areas as vocabulary and comprehension skills. Moreover, there were only ten sessions because the first and last were used for testing. However, a good beginning was made and the students had many positive feelings about their progress. In the final analysis this was the most significant gain of all.

A Final Note. The author wishes to express his sincere appreciation to Douglas Skuggen and Robert Campbell for their superb teaching and devotion to the program.

BIBLIOGRAPHY

1. Betz, Robert L., Interim Report on the Institute for Development Training, Kalamazoo, Michigan: Western Michigan University, May, 1971.

2. Bond, Guy L. and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (2nd Edition), New York: Appleton-Century-Crofts, 1967.

3. Dawson, Mildred A. (Editor), Teaching Word Recognition Skills, Newark, Delaware: International Reading Association, 1971.

4. DeBoer, Dorothy L. (Editor), Reading Diagnosis and Evaluation, Volume 13, Part 4. Proceedings of the Thirteenth Annual Convention of the International Reading Association. Newark, Delaware: International Reading Association, 1970.

5. DeBoer, John J. and Martha Dallman, The Teaching of Reading (3rd Edition), New York: Holt, Rinehart and Winston, Inc., 1970.

6. Deighton, Lee C., Vocabulary Development in the Classroom, New York: Teachers College, Columbia University, 1959.

7. Fedde, Norman A., Preparing for College Study, New Haven, Connecticut: Readers Press, Inc., 1961.

8. Karlin, Robert, Teaching Elementary Reading Principles and Strategies, New York: Harcourt, Brace, Jovanovich, Inc., 1971.

9. Lloyd, Bruce A., "PARADIGMS and Reading Improvement," Education, 92: 57-65, September-October, 1971.

10. _____, "Teaching as a Science," Education, 90: 63-64, September-October, 1969.

11. _____, "Objective and Subjective Evaluations of an Upward Bound Summer Reading Program," The Journal of the Reading Specialist, 7: 147-152, May, 1968.

12. _____, Diane Grewank and Henri Carter, "Reading and Upward Bound - Another Look," Reading Horizons, 10: 147-153, Summer 1970.

13. Mager, Robert F., Developing Attitude Toward Learning, Palo Alto, California: Fearon Publishers, 1968.

14. McKillop, Anne S., The Relationship Between the Readers' Attitude and Certain Types of Reading Response, New York: Teachers College, Columbia University, 1952.

15. Weiss, M. Jerry, (Editor), Reading in the Secondary School, New York: Odyssey Press, 1961.

Learning to Work Smarter, Not Just Harder

Nancy Krigbaum
Archie Davis
Illinois Central College

College is too often a "sink or swim" situation. Students are expected to learn the necessary material and pass their courses with little or no instruction in the skill of studying. Fortunately for its students, Illinois Central College offers an alternative for the floundering student in its College Reading and Study Skills course.

The class is offered through the Reading Laboratory of this community college. Enrollment is open; students may begin the class at any time during the semester. This policy enables the student to receive help when he needs it--often after he has encountered problems with another class.

College Reading and Study Skills carries two hours of transferable college credit. Students are required to attend at least four hours per week for sixteen weeks, but attendance policies flex to meet the needs of the individual student. Once started, the student becomes a "class of one," working on his specific program at his own rate. Students are expected to be close to grade level[1] in reading and vocabulary skills

[1]Students should be capable of academic college work.

when they enroll for the class. Those who are not may enroll for Basic Reading. The majority of students are average in abilities, often with a few specific study skill weaknesses which result in too much work for frustratingly low grades. Some enrollees, on the other hand, are top notch students who simply want to ease the labor of earning "A" grades. The individualized nature of the course enables all students to start where they are and progress toward goals which they help to set.

During the first few class sessions, the student must feel like a rat in a maze. He is given three diagnostic tests--Learning Style Survey, Study Skills Survey, and Effective Study Test--to determine his study habits and attitudes. Orientation to the Reading Laboratory provides an opportunity to discuss general policies and to ask the student a battery of questions about himself, his background, his needs and his goals. A filmed presentation introduces him to his specific class. A nurse administers an eye and ear screening. In a consultation with an instructor, the student chooses his "designated study" which attempts to provide meaningful instructional material designed to meet his most immediate needs. Finally, after an introduction to reading activities, the student begins to see daylight in a program interview where he and the instructor outline the expectations and requirements of his course.

Since problems with study skills are of utmost concern, most individual programs emphasize specific areas of improvement. Students may choose from a growing list of over twenty topics ranging from textbook marking to listening to speed reading. The most popular units have proved to be Study Techniques, Note Making, and Examinations. Each unit is comprised of materials from many professional sources, cassette programs, supplemental readings, and instructor-made materials. Whenever possible textbooks, tests and instructors from content[2] areas are utilized. For example, the grade on the Study Technique unit is based on a test taken in another class after the techniques have been applied. A content instructor is asked to evaluate the student's lecture notes in order for him to complete the Note Making unit. The student is often reminded that the real test of learning in our class is the application of skills in other classes.

Secondary to the study skills, but inseparable from them, are reading skills. In addition to a minimum of five study units, a student works on one reading activity. After brief introductions, he may choose to work on SRA's Senior level of Reading for Understanding, the Controlled Reader, or the Skimmer-Scanner. He is also assigned a daily visual training exercise on the FX or T-150.

---

[2]Academic subjects such as psychology, chemistry, history, etc.

Outside reading of three to five pleasure books is required.

The results of the College Reading and Study Skills course have been gratifying, both to instructors and students. Although computer data is not yet available, posttests indicate improvement both in attitude and actual skills. Student evaluations, both written and in interviews, reveal students who are happier in their school work, more selfconfident of their abilities, and more capable of succeeding in college. Many comment that they now enjoy reading for the first time (some complete reading their first book in years). Many report higher grade point averages than they had ever hoped for before. Instructors report that the students seem to respond in all parts of their course work better--in listening, class preparation questions, test-taking--even attendance.

Additional reasons for the success of the College Reading and Study Skills course may be:

1. Student-to-instructor contact originates with the student.
2. The content instructor learns of the individual student's desire to improve.
3. Since the content instructor sees and hears the results of study skill training, he refers more students to the lab.

4. The faculty no longer sees the Reading and Study Skills instruction as strictly remedial in design and purpose.

The growing popularity of College Reading and Study Skills courses indicates that it fulfills a real need among college students. Most of them already can and do work hard; after completing this class, they work smarter, not just harder.